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ABSTRACT

One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new and expanding private industry, this module contains three sequential learning activities on securing a training site. (Three of the other modules deal with other tasks also required for acquiring resources: Selecting instructors for industry services and securing training equipment, tools, and supplies.) The first learning activity is designed to provide the learner with the needed background information, the second to give opportunity to apply that information in a practice situation, and the final check-out activity allows him/her to secure a training site in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information and a site selection worksheet are appended for guidance in performing the objectives. (JT)

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MODULE NUMBER V-B

SECURING A TRAINING SITE

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SELF-PACED

INSTRUCTIONAL MODULE

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INSTRUCTIONAL PROCEDURE

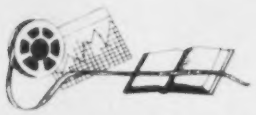
This module contains two sequential learning activities and a final check-out activity. A brief overview precedes each learning activity and the final check-out activity. Each learning activity and the final check-out activity provide learning experiences to help you accomplish the objectives. Feedback devices (learner self-test, worksheet, and performance checklist) are provided to help you determine when each objective has been accomplished. Case study information is also provided to guide you in completing the learning activities.

The first learning activity is designed to provide you with the needed background **information**. The second learning activity is designed to give you an opportunity to apply that information in a **practice** situation. The **Check-Out Activity** is the final learning activity. It is designed to allow you to secure a training site in a real work situation, such as when you are employed or when you are serving as an intern learner. The **Performance Checklist** (Appendix A) is used by the learner and the instructor/supervisor to assess progress. The checklist is applicable for both practice performance and performance in the real work situation.

After reading the **Objectives** and the **Introduction** on pages 2 and 3, you should be able to determine how much of this module you will need to complete before the **Check-Out Activity**.

* If you already have the necessary **background information** required for securing a training site, you may not need to complete **Learning Activity I**, p. 3.
* If you already have had **practice** in securing a training site, you may not need to complete **Learning Activity II**, p.9.
* Instead, with the approval of your instructor or supervisor, you may choose to proceed directly to the **Check-Out Activity**, p.11 and secure a training site when you have access to a **real work situation**.

Your instructor or supervisor may be contacted if you have any difficulty with directions, or in assessing your progress at any time.



SUPPLEMENTARY TEACHING/LEARNING AIDS

An effort has been made to make this module as self-contained as possible. The information contained in the module should be sufficient to develop "entry-level" knowledge and skills. However, additional information on this topic is available. The advanced learner may wish to attain higher levels of knowledge and skills.

A list of resources which supplement those contained within the module follows. Check with your instructor or supervisor (1) to determine the availability and the location of these resources, and (2) to get assistance in setting up additional learning activities.

Learning Activity I

* Wheat, Elwyn G.; and Messer, B.C. **Trade and Industrial Education Teacher's Handbook**. Mississippi State, Mississippi 39762: Research and Curriculum Unit for Vocational-Technical Education, Drawer DX, 1975, pp. 157-190.

Learning Activity II

* (None)

Check-Out Activity

* Local administrator of vocational-technical education
* State coordinator of industry services
* Industry representative
* Community leaders in industrial development

OBJECTIVES

I. After completing the required reading, take the learner self-test to demonstrate that you have attained the knowledge of securing a training site. You should complete all items correctly. **(Learning Activity I)**

II. After analyzing the performance instructions, complete all the designated experiences in securing a training site in a practice situation. Your work must conform to the work-sheet and checklist provided. **(Learning Activity II)**

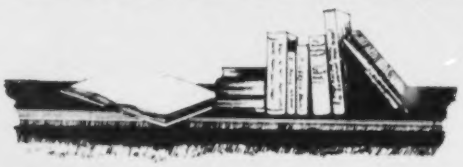
III. In an actual work situation, secure a training site. Satisfactory performance will be realized when all items on the performance checklist (Appendix A) are rated "yes." **(Check-Out Activity)**

SECURING A TRAINING SITE

INTRODUCTION

Although the industry services leader may have direct access to the training facilities of a vocational-technical complex, there are times when these facilities do not lend themselves to the particular training requirements of the new or expanding industry. This may be due largely to the unique training needs of the client company. Many communities do not have access to a vocational-technical complex. In order to locate and secure an appropriate training site, the industry services leader must have knowledge of conditions that are essential to the smooth operation of a training program.

In this unit you will become familiar with factors that an industry services leader must know in order to effectively select a training site to fit the particular training needs of the client company.



LEARNING ACTIVITY I: INFORMATION

You should study the information presented in the following section. You may wish to read more on the subject from the reference listed in the section on **Supplementary Teaching/Learning Aids**. After reading these materials, you will demonstrate knowledge of securing a training site by completing the **Learner Self-Test**, p. 7. You will be evaluating your knowledge by comparing your self-test answers with the **Answers to Self-Test**, p. 7.

I. TYPES OF TRAINING SITES SUITABLE FOR INDUSTRY SERVICES

A. Institutional vocational-technical complexes (example facilities)

1. Metal trades (machine shop, welding, sheet metal)
2. Electronics
3. Graphic arts
4. Drafting and design occupations
5. Industrial arts
6. Tool and die making
7. Maintenance mechanics
8. Instrumentation and fluid power
9. Industrial technology
10. Building construction technology
11. Business and office education
12. Other

The vocational-technical training facilities are located on the campus of a junior college, within a high school district, or within an area served by a vocational center. Careful coordination is required when facilities of these institutions are used by any persons other than the regular instructors.

B. Industry site facility

1. Used when an in-plant training program is needed
2. Used when the training equipment is unique to the client company and cannot be moved
3. Used when the client company prefers vestibule training

C. Community facility. A temporary training facility may be rented or leased when the high school or junior college complex is not accessible to trainees, or when the company does not have a facility for in-plant training programs. Many types of temporary facilities may be utilized such as abandoned schools, warehouses, garages, and fairground buildings. The facilities may be rented or leased.

The local community, at its expense, may also provide a temporary training site. The industry services leader may be required to negotiate with political and community leaders for a training site in the community.

D. **Mobile facilities.** These facilities may be set up at the industry site or on the school campus. The facilities are moved and reused as necessary for other training programs. The training equipment, tools, and supplies may be stored in a van or mobile home-type structure and set up in classroom or shop areas secured from the school, community, or industry. Or, the classroom and laboratory instruction may be performed in the van or mobile home.

II. EVALUATING TRAINING FACILITIES

A. Tools and equipment

1. Tools and equipment located in the facility
2. Tools and equipment applicable to the training program
3. Condition of equipment
4. Additional equipment needs. If additional equipment is required, see that all installation requirements are met, e.g., wiring and space.

B. Adequacy of the training facility

1. Wiring
2. Space
   a. Space for storage
   b. Space for supplies
   c. Space for additional equipment and tools
3. Lighting
4. Ventilation
5. Electricity
6. Water
7. OSHA requirements. Do not overlook electrical codes, walkway requirements, and safety protection features.

C. Location of the training facility

1. The facility must be cost effective.
2. The training facility should be situated in the community in which the plant will locate.

3. The training facility must be accessible to a majority of the trainees.
4. The facility must be readily available.
5. To a large degree, persons who enroll in an industry services training program are presently employed and the only time in which they are available for training is at night.
6. In some training programs, members of the institution's faculty are used as instructors in the training program. When this is the case, the training program must be scheduled so that it does not conflict with the regular school class schedule. Consequently, night classes often are necessary.
7. During regular school hours, an institutional training facility is used by school faculty members to teach ongoing vocational-technical courses. A facility for industry services must be available when needed, day or night.

D. **Installation of equipment**

1. When the training facility does not have the equipment to properly operate the program, it must be brought in and set up for training.
2. On occasions, complete training cannot be conducted on conventional, standard equipment. When the process is unique, equipment from the client company is brought in and set up for operation.
3. The facility must contain sufficient space to house the additional equipment.
4. Electrical outlets and wiring must be adaptable to the added equipment. Also, consideration must be given for water, compressed air source, lights, and other features needed for the installation of equipment.
5. The training site should have proper loading and docking facilities. Doorways must be wide enough so that equipment can be moved in and out for easy installation.

* Continue this learning activity by completing the **Learner Self-Test** which follows.

LEARNER SELF-TEST

This is a checkpoint knowledge test needed before proceeding to the task of securing a training site in a practice situation. Indicate whether the items are true or false. Check your answers with the **Answers to Self-Test** which follow. If you fail to complete all items correctly, you may wish to refer back to the module information.

		True	False
1.	When a training facility is not reasonably accessible for training, a temporary training facility may be rented or leased to meet program needs.	_____	_____
2.	The client company's facilities may be used for training.	_____	_____
3.	The community may be asked to provide a training facility at its own expense.	_____	_____
4.	The junior college vocational-technical complex is used to train **only** students who are enrolled in the regular college vocational-technical programs.	_____	_____
5.	Regular vocational-technical center facilities can usually be secured for industry services with little planning.	_____	_____

ANSWERS TO SELF-TEST

1. True
2. True
3. True
4. False
5. False

*Proceed to the next learning activity for practice in securing a training site.

LEARNING ACTIVITY II: PRACTICE PERFORMANCE

You will be required to practice securing a training site. Several subactivities must be carried out before the task is completed. You must read the **Case Study Information** found in the module. You must complete the **Site Selection Worksheet**. You will be evaluating your performance in securing a training site using the **Performance Checklist**, Appendix A.

I. Read the **Case Study Information** found in Appendix B. This information will serve as a basis for securing a training site in a simulated situation.

II. Use the **Site Selection Worksheet** found in Appendix C to describe your activities in securing a training site for the industry presented in the case study information.

III. Use the **Performance Checklist** from Appendix A to check your competency in securing a training site in the simulated situation. Satisfactory performance is realized when all items on the checklist are rated "yes."

*Completion of this learning activity should have qualified you to secure a training site in a real work situation. Proceed to the **Check-Out Activity**.

CHECK-OUT ACTIVITY: PERFORMANCE IN REAL WORK SITUATION

The activity below is intended to be conducted in an actual on-the-job situation. It may be completed without completing the two learning activities, if you think you have the proficiency to do so.

You must secure a training site when given this assignment in a real work situation. In order to complete the task, you must perform the following activities: determine client company training needs; identify prospective sites; and select the most appropriate training site by comparing the prospective sites to the training needs of the client company. Your performance will be judged by your instructor or supervisor using a checklist. All items on the **Performance Checklist** (Appendix A) must be rated "yes."

*After completing the **Check-Out Activity**, you may select another module for study. Your instructor or supervisor may be contacted if you have any difficulty in selecting a module.

APPENDIX A

PERFORMANCE CHECKLIST

Securing a training site.

INSTRUCTIONS: If the performance is satisfactory, write YES in the space provided. If the performance is unsatisfactory, write NO in the space. Each item must be rated "yes" for satisfactory task performance.

1. The type training program needed by the client company was clearly specified. ☐
2. The type equipment and tools required for training were clearly specified. ☐
3. Criteria for selecting a site were clearly specified. ☐
4. The procedure described for selecting the site was in harmony with the goals of the training institution. ☐
5. The facility selected was appropriate for the training needs of the client company. ☐

APPENDIX B

CASE STUDY INFORMATION FOR SECURING A TRAINING SITE

A company which manufactures power circuit breakers and transformers is locating in your city. The products made by the company are used primarily by electric power companies and heavy industries. When assembled, the products are large and cumbersome to move in and out of buildings. In fact, the products may weigh thousands of pounds and may be as much as 30 feet high. Much of the training will focus on the assembly of the component parts of the power circuit breakers and transformers through hands-on learning experiences.

Assembly requirements are complex and unlike normal assembly lines. Assembly of power circuit breakers and transformers involves a highly skilled process whereby the worker has to assemble close fitting parts using blueprints. Training for these personnel will require a special facility with an overhead crane and hoists to turn large parts and subassemblies. Since the assembled products cannot be moved out of regular doorways, the disassembly of the products will be considered a vital part of the training program. The industry services leader must identify the most appropriate place to train assembly workers. Several possible options have been identified.

Component parts which make up power circuit breakers and transformers may be shipped from the parent plant to a local training site. Workers could then be trained by assembling the parts. Or, prospective workers might receive training in the parent plant. In the likely event that the training is conducted locally, several optional training sites are available. A temporary building may be constructed to accommodate the training program. Or, public buildings may be secured for the training program from the county government, city government, or the public school system.

APPENDIX C

SITE SELECT[illegible] WORKSHEET

THE CLIENT COMPANY

1. What type training program will be needed?
   a. Pre-employment
   b. In-plant

2. What topics will be covered in the training program?

3. What type equipment and tools will be needed for the training program?

THE PROSPECTIVE TRAINING SITE

1. What type facilities are likely available in the community?

2. What criteria will you use to evaluate the appropriateness of prospective facilities?

3. How will a facility actually be secured?

FINAL SITE SELECTION

Describe the facility you would actually select.

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LIST OF INDUSTRY SERVICES LEADERSHIP DEVELOPMENT MODULES

I. **Orientation to Industry Services**

- A. Introduction to Industry Services
- B. Industry Services Leadership Development Program: Guide for Using the Self-Paced Instructional Modules

II. **Establishing Contacts and Relationships**

- A. Speaking to Industrial and Community Groups
- B. Writing Articles for News Media
- C. Identifying Functions of Agencies Involved in Industry Services
- D. Developing a Brochure for Industry Services

III. **Obtaining Agreements**

- A. Developing Training Agreements
- B. Developing a Lead-time Schedule
- C. Interpreting Legislation Related to Industry Services

IV. **Identifying Training Needs**

- A. Collecting Framework Production and Training Information
- B. Selecting Types of Training Programs
- C. Preparing a Budget for an Industry Services Project

V. **Acquiring Resources**

- A. Selecting Instructors for Industry Services
- B. Securing a Training Site
- C. Securing Training Equipment, Tools, and Supplies

VI. **Training Instructors for Industry Services**

Training Instructors for Industry Services

VII. **Preparing for Training**

- A. Adapting the Training Site to Training Needs
- B. Evaluating Safety Conditions at Training Sites
- C. Announcing the Opening of a Training Program

VIII. **Preparing Training Materials**

- A. Conducting a Task Analysis
- B. Developing Performance Objectives
- C. Determining Types of Instructional Methods and Media
- D. Developing Performance Tests
- E. Developing Training Manuals
- F. Preparing Videotapes for an Industry Services Program
- G. Setting Up Learning Centers for Industry Services Programs

IX. **Selecting Candidates**

Developing a Plan for Testing and Counseling Applicants for a Training Program

X. **Monitoring Training Programs**

- A. Assisting in Providing Pre-Employment and In-Plant Training
- B. Developing a Procedure for Keeping Participating Agencies Informed About Training Program Activities
- C. Monitoring Training Programs for Progress and Expenditures

XI. **Closing Training Programs**

Closing a Training Program

XII. **Placing Program Participants**

Developing a Plan for Placing Graduates of a Pre-Employment Training Program

XIII. **Evaluating Industry Services Programs**

Evaluating Industry Services Programs

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